

OFFICE OF TRAINING
DIRECTIVE

COURSE: Instructor Training

SUBJECT: Speech Techniques

HOURS: 5

METHOD OF PRESENTATION: Lecture & student presentation INSTRUCTOR: [REDACTED]

25X1A

OBJECTIVES OF INSTRUCTION: To show the student how to utilize his voice as an aid to good instruction; to teach fundamentals of good speech and to create an understanding of the necessity for a careful balance between "what" is said and "how" it is said; to acquaint the student with the techniques of self-improvement of speech habits; to provide the student an opportunity to present oral instruction and be critiqued on his presentation.

SUMMARY OF PRESENTATION:

Document No. _____
No Change In Class. <input checked="" type="checkbox"/>
<input type="checkbox"/> Declassified
Class. Changed To: TS S C
Auth.: HR 70-2
Date: 5 OCT 1978
By: 22

908

SUBJECTS WITH WHICH COORDINATION IS REQUIRED:

REFERENCES: 7-40.10/4: Speech Techniques; FM 21-5, pp 149-156

REMARKS: tape-recorded

STATINTL

Approved For Release 2001/11/01 : CIA-RDP78-03362A001800040001-5

Approved For Release 2001/11/01 : CIA-RDP78-03362A001800040001-5

Instructor Training Course
Lesson Plan

Title : Speech Techniques 280 Minutes

Objectives : 1. To show the student how to utilize his voice as an aid to good instruction
2. To teach fundamentals of good speech and to create an understanding of the necessity of a careful balance between "what" is said and "how" it is said.
3. To acquaint the student with the techniques of self-improvement of speech habits.
4. To provide the student an opportunity to present oral instruction and be critiqued on his presentation

References : 7-40.10/4, "Speech Techniques" TM 21-5 pages 149-156

Training Aid : 1 blackboard

Equipment : tape recorder, lapel microphone and sufficient tape for three hours of recording

Personnel : 1 assistant during student application period to operate recording mechanism

I. Presentation

A. Introduction (Motivation) Lecture, questions and discussion 10

1. Importance of speech
2. Factors affecting speech
 - a. Characteristics of instructor
 - b. Preparation
 - c. Specific techniques of delivery

B. Oral presentation devices 10

1. Get the attention of your class first
2. Look at and talk to your students
3. Speak in a conversational tone

-2-

4. Manifest a genuine and sincere interest in your students and in your subject
5. Be alert
6. Be enthusiastic
7. Avoid distracting mannerisms

C. Controlling nervousness

10

1. Be thoroughly prepared
2. Assume the proper mental attitude
3. Have initial remarks well in mind
4. Review previous instruction
5. Tell a story
6. Be deliberate

D. Factors which are basic to good speech

10

1. Voice quality
2. Volume of voice
3. Rate of speaking
4. Pauses
5. Enunciation
6. Choice of words
7. Forming sentences

E. Self-improvement for developing effective speech

10

1. Critical understanding
2. Standards
3. Practice

230

II. Application

A. 230 minutes devoted to student application.

1. Approximately 13 minutes to be devoted to presentation
 2. Approximately 10 minutes to be devoted to evaluation
 3. The above based upon ten students in the class
- B. Preparation of talk to be done during the lesson on "Methods: Lecture."
- C. Class to evaluate each performance using the prepared evaluation sheet.
- D. Two students to be assigned to express their evaluations verbally.
- E. Instructor to verbally make comment on each presentation in addition to filling out an evaluation form.

-3-

- F. Each presentation to be recorded and played back at a future time in the presence of the instructor and student.

Total Time 280

STATINTL

Approved For Release 2001/11/01 : CIA-RDP78-03362A001800040001-5

Approved For Release 2001/11/01 : CIA-RDP78-03362A001800040001-5

7-40.10/4

SPEECH TECHNIQUES

Importance of Speech.

True learning is the result of many factors - reading, discussing, reflecting, memorizing, reasoning and recalling - to name a few. To accomplish learning the student and the instructor must work together. This working together and the interchange of ideas means that there must be two-way traffic between the mind of the instructor and that of the student. While writing or other forms of action may be used to conduct this traffic, the most common method is by speaking. It is the simplest and quickest method. Since the two-way traffic is essential in all forms of teaching, speaking plays a critical role in every method of instruction from the problem-solving exercise, where the emphasis is almost entirely on "student-doing", to the lecture and demonstration where the student is more passive. In this unit, standards and techniques of speaking applicable to all methods of instruction are emphasized. These principles and specific speech techniques can be used by the instructor whether he is giving a lecture; directing a conference; supervising a demonstration; conducting an applicatory exercise; or holding a critique.

Factors Affecting Speech.

1. Characteristics of the instructor.

It has been stated that the expression of ideas is a function of the total personality. Of the many characteristics and traits which make up the instructor's personality, all of these have an important effect upon the quality of his oral instruction: His sense of communication, physical vitality, general appearance, general intelligence, education, professional attitude, poise and tact, voice, enthusiasm and force, industry and initiative, sense of humor, genuineness and earnestness.

2. Preparation.

Failure to make adequate presentation is all too often the major cause for failure in the presentation of a lesson. Regardless of the instructor's knowledge of his subject and the possession of characteristics important to oral instruction, he must make thorough preparation for the lesson to be presented. He must gain a broad background in his subject in order to command the respect of his students, and give careful consideration to how the instructor will present his subject so that his ideas will be communicated in an orderly manner.

3. Specific techniques of delivery.

Let us assume that the instructor knows his subject thoroughly, that he has an effective teaching personality, that he has made complete preparation including the selection and organization of subject matter and also the selection of methods and equipment to be employed in realizing his instructional objective. If these assumptions are met, then efficient instruction will depend largely upon the degree of skill in the specific techniques of delivery. To this end, the remainder of this unit is devoted. As you study this material keep in mind the fact that although they may be discussed separately, many of the techniques are used in combination and at the same time.

Oral Presentation Devices.

The purpose of speech is to communicate ideas. The instructor must establish a personal contact with his class and he must keep that contact. The following are some suggestions to guide you, the instructor, in your presentations:

1. Get the attention of your class. Until you have the attention of your students, it is of no value to begin your instruction. In some cases, walking to the center of the platform will quiet your students and they will listen. Often it will be necessary to ask for their attention. This is the first step in establishing contact with your class.
2. Look at, and talk to your students. In earnest conversation the speaker does not look out the window nor does he look at the floor or the ceiling. He looks his listeners in the eye. He is certainly not conscious of his eye directness. His earnestness of purpose finds its expression in this personal contact. This is an outward manifestation of a mental stage. By looking people in the eye, we convey the idea of the importance of the thoughts which we wish to communicate. Give every student the feeling that you are looking at, and talking directly to him.
3. Speak in a conversational manner. Be conversationally direct. Talk to the students. Do not let your voice reflect an impersonal, indifferent attitude. Your voice should convey a feeling of wanting the students to absorb your every idea. Make frequent use of the pronoun "you" when addressing your students. Identify yourself with your students by "you", "I" or "we". Leave the impression that you and they have some things in common.
4. Manifest a genuine and sincere interest in your students and in

your subject. Let everything you do impress your students with the fact that you are genuinely and sincerely interested in the achievement of each individual member of the class. Be friendly, helpful. Respect and answer students' questions courteously. Address students by name if possible. If necessary, use a seating chart. Much of your enthusiasm for your subject can be transferred to your students. Convince your students of the value and importance of your subject.

5. Be alert. Know what is going on in your class. Pay attention to your students' responses. Listen carefully and evaluate their comments and answers to your questions. Be quick to spot an inattentive student. Look directly at him. Take a step toward him or ask him a question. Continuously ask yourself, "Do my students understand?" Check frequently to make sure of their degree of understanding.

6. Be aware of distracting mannerisms. An instructor should avoid those things which cause a class to concentrate upon the instructor rather than on the subject matter. You may not be aware of your peculiar mannerisms unless you seek the help of your associates and ask for constructive criticism of your delivery.

7. Be enthusiastic. There is no substitute for a physically vital and enthusiastic delivery. Enthusiasm is contagious. You will find if you are "sold on the subject" and convey this feeling to the class, you will keep your students interested and make them eager to learn. The instructor who has a dull, unanimated delivery will soon lose his class. The instructor's enthusiasm helps to develop favorable attitudes and appreciations for the training program.

Controlling Nervousness.

Almost every beginning instructor experiences a nervousness which is serious enough to have significant effect upon the quality of his instruction. This nervous reaction is not limited to the beginner. Many well-trained highly competent instructors are ill-at-ease during the first few minutes of each period of instruction. How to control this nervousness is one of the things that an instructor must learn. Until he can learn to control himself while before his class, he cannot expect to become master of the instructional situation. Until he can do something for himself, he will not be able to do much for his students. Each instructor should devise his own particular techniques for overcoming this tense, ill-at-ease feeling. A technique which will work for one instructor may be of no value to another. Listed below are several suggestions which are known to have helped instructors overcome their difficulties. Try them. Each instructor should use any combination of these suggestions as an aid to an effective presentation.

1. Be thoroughly prepared.

Actually the first step which can be taken by the instructor to overcome nervousness is the thorough mastery of the subject and careful planning of the lesson. While planning his lesson the instructor should keep in mind that his mission is to train students; they are there to learn and they are more interested in the subject than in the instructor. Think of the subject and the learning which should result from the instruction and nervousness will take care of itself.

2. Assume the proper mental attitude.

The instructor's most reliable weapon for overcoming nervousness is a proper frame of mind toward himself, towards his students and toward the total instructional setup. In order to assume a proper frame of mind, he must make an intelligent, rational analysis of the situation. He must realize that the basis for the very unpleasant mental and physical reaction which he experiences when before his class is fear of what students will think of him and his instruction. Students expect an instructor to have adequate knowledge of his subject and to be able to teach it effectively. Although they do focus their attention upon him, they do not immediately place him on trial. If the instructor has mastered his subject and has made thorough preparation for presenting it, he has reduced the real reasons for fearing that the reactions of the students will not be the ones desired. If he has done this, he has every right to a feeling of self-confidence which will go far in making his presentation a success. The instructor must realize that the nervousness which he experiences is not entirely bad. This condition is evidence of the fact that he can be stimulated, by the instructional situation. Once he learns to control himself, this nervousness becomes a keyed up, mildly emotional feeling which is highly desirable.

3. Have initial remarks well in mind.

The first few moments are the most difficult. It is best to have the introduction so well in mind that no notes are needed. Do not talk too rapidly.

4. Review previous instruction.

By starting with a reference to a phase of training previously completed, the instructor immediately causes the students to focus their attention on something with which they are familiar. He thus meets them on common ground and at the same time their attention is momentarily drawn away from him personally.

5. Tell a story.

Nothing will "break the ice" so quickly as a bit of humor injected early in the introduction. However, if he chooses to tell one, the instructor must remember the purpose of telling the story. He must be certain it has a point which can be related to the subject. If he sets out to get a laugh, he must make sure that he can get one. He has defeated his purpose if the story falls flat.

6. Be deliberate; slow down.

When an instructor is nervous, there is a tendency for all bodily activities to speed up. The instructor should remember this when he is faced with nervousness. He should be deliberate in his movements and careful in his rate of speech. After a few moments of deliberate control the stage fright will disappear and the instructor's normal poise and bearing be regained.

Characteristics of Good Speech.

1. Voice quality.

Each instructor has an individual voice quality and it is his duty to make it pleasant to his listeners. For each normal person, there is a range of tones which he can make without straining his voice. Whether one normally speaks in a high or low pitch is not particularly important. A tone of high pitch usually carries farther and is more easily heard than a low tone of the same volume. The voice of fairly low pitch probably has a more pleasing quality to a majority of people than does the high pitched voice. It is suggested that the instructor determine the pitch at which he can speak with the greatest ease and clarity (this can be done by recording and listening to your voice). He should plan to keep this as an average pitch from which he will vary within the limits of an easy range. Varying the pitch breaks the monotony and adds interest to the delivery. An instructor should not finish sentences at the same pitch. Nor should he lower both the pitch and the volume at the end of the sentence.

2. Volume of Voice.

Obviously the instructor must make himself heard. Every student in his class should be able to hear without difficulty every word he utters. Although volume is not the only factor effecting audibility, it is certainly an essential one. Without any evidence of straining, the voice with sufficient volume fills the room with strong, rich, full tones. The voice without sufficient volume may be loud enough but will be thin, flat and difficult to understand. The person whose voice lacks volume seems to stifle himself in an effort to make himself heard. His voice does not carry well.

The volume must vary with the size of the class and with the conditions under which instruction is given. Particular attention must be given when instruction is presented in the open or in the field or in a building which has poor acoustics. The reaction of students must be observed at all times. The instructor can tell if students are having difficulty in hearing the lecture. If there is any possibility that the volume of the voice is not satisfactory, it is suggested that you have an assistant in the rear of the room to signal accordingly.

3. Rate of speaking.

The rate of speech should be adapted to the difficulty of the subject matter being presented, the relative importance of the idea being expressed and the learning ability of the class. It should be to the rate of understanding of the students at that particular point in the talk. Moreover, variety in rate of speaking is as important as change in volume. The speaker must seek variety in all aspects of his delivery. In general, if the instructor talks faster than 160 words per minute, his students will have difficulty keeping pace with him. If, on the other hand, he talks slower than 90, not enough is said to hold interest. Over-rapid delivery tends to confuse the student, and over-deliberate delivery irritates the class.

4. Pauses.

Pauses provide the punctuation in speech. They should be clear and decisive, giving the student an opportunity to comprehend the meaning that gave occasion for the pause. The deadly, "Er-r-r," "Ah", "Uh-h" in the pause is a crutch which the instructor cannot afford to use. The deliberately used pause should not be confused with hesitation caused by uncertainty. Pauses should be a definite part of the art of speaking. The instructor must be alert to its effective use.

5. Enunciation.

The instructor must speak clearly and distinctly. He should strive for clarity of expression each time he addresses the class. It does not make any difference what part of the country the instructor represents, or the sectional dialect that is native to him. If he enunciates clearly all students from all parts of the country will be able to understand him.

6. Choice of words.

If the instructor is to be understood, his words must be chosen carefully and his sentence developed clearly and logically. The

right word in the right place is the keynote of effective speech. Verbal communication depends upon the use of words which have the exact shade of meaning needed to make the thoughts clear. It is better to oversimplify instruction than to run the risk of talking "over the heads" of students. Your purpose is to make clear, not to confuse. Certain complex technical terms and abbreviations are essential. Each new term or abbreviation should be defined the first time it is used. Strong, meaningful, descriptive words will leave vivid impressions on the minds of the students.

7. Forming sentences.

The careful selection of words implies that they must be grouped properly in order to express ideas clearly and accurately. Every instructor should use short sentences. The inflection of his voice signals the end of his sentence. Unnecessary words and phrases must be eliminated. As an aid to finding words which are sufficiently expressive, one suggestion is that the instructor try writing the key points of the lesson in short, complete sentences as he prepares for the presentation. He can clarify his thinking and improve his presentation by writing the complete text of what he intends to say. An outline rather than the written lesson should be used, however, when actually presenting the material. As a last resort, he can memorize key statements.

Self-improvement for developing effective speech habits.

The techniques which have been presented in this unit will help the instructor to improve his speech only if he gives extra thought and care to it, then adopts a plan for improvement, and has a desire to improve. Here is a broad outline which should set a course for the development of effective speech habits:

1. Critical understanding.

Develop a critical understanding of why the speech of others is either good or is in need of improvement. While you listen to a platform or radio speaker, try to analyze the speech techniques employed. In other words, become alert as to how others speak.

2. Standards.

Establish standards for your own speech. Through such measures as self-analysis, friendly constructive criticisms from your associates, and listening to your recorded speech, find what your strengths are; and work to make these stronger. Learn your weaknesses and work to correct them. Set standards for yourself, and work to achieve them.

3. Practice.

Practice good speech at all times. Too often we have one set of speech techniques for the platform, others for conversation, and still others for home. Good speech should be constantly practiced. Make use of recordings. Take every opportunity which comes your way to address an audience. Consider every period of instruction an opportunity to improve your speech techniques. If time is available have another instructor listen to your lesson prior to giving it in class for the purpose of improving your presentation.

SPEECH TECHNIQUES APPLICATION - Assignment #1

Each student is required to prepare and present a five minute talk on any topic related to this organization's activities with which the student-instructor is familiar. The purpose of this talk is to give student-instructors an opportunity to present instruction to this class and to help each other improve in platform manner and speech. Based upon the subject matter selected and the points to be stressed, the student-instructor will determine the advantages of his having the introduction, body and summary.

Two students and two instructors will be assigned to evaluate each student's presentation. Student evaluation sheets will be provided for this purpose. At the conclusion of each presentation those designated to evaluate will present their impressions orally. The class will be invited to participate, to ask questions or add to the comments. Comments should be confined to points not already observed or to differences of opinion.

Each talk will be recorded. A playback will be scheduled during the week. At the time of playback the student will have the completed evaluation sheets. An instructor will be present to answer any questions which may arise. The student is expected to be familiar with the comments on the evaluation sheet before listening to his recording.

The student will provide lesson plans, training aids or other materials which are required for his presentation. Aids procured from his branch may be used. Training Aids Branch cannot be utilized to prepare an aid for this talk.

The technician who will make the recording will give a "two-minutes-to-go" warning signal to the student and will stop recording at the end of five minutes. It is necessary for all to rehearse their presentations in order to complete the presentation within the five-minute limit.

An instructor will be available after 1700 hours on Monday to assist any student in the preparation of his talk.

~~Security Information~~INSTRUCTOR SPEECH EVALUATION SHEET

STUDENT INSTRUCTOR _____

STUDENT EVALUATOR _____

Speech Analysis: If observed, encircle the words which best describe the instructor's speech.

VOLUME :	Too loud	Inadequate	Appropriate
PITCH :	Too high	Too low	Appropriate
VOCALIZATION :	Excessive	Noticeable	Negligible
QUALITY :	Nasal	Breathy	Normal
RHYTHM :	Jerky	Monotonous	Appropriate
RATE :	Too fast	Too slow	Appropriate
ARTICULATION :	Slurred, Mumbled	Over precise	Adequate
PRONUNCIATION :	Excessive errors	Over precise	Appropriate

Instructor Qualities: On the scale between the word extremes check the rating you give the instructor on each characteristic, if observed.

POISE

Unsure of himself	:	:	:	:	:	At ease
Disorganized	:	:	:	:	:	Systematic
Distracting	:	:	:	:	:	Dignified

FORCEFULNESS AND ENTHUSIASM

Inconsistent	:	:	:	:	:	Purposeful
Over-solicitous	:	:	:	:	:	Firm
Over-cautious	:	:	:	:	:	Cooperative
Inconsiderate	:	:	:	:	:	Considerate
Apathetic	:	:	:	:	:	Vital

APPEARANCE

Unsympathetic	:	:	:	:	:	Friendly
Poor posture	:	:	:	:	:	Good bearing
Unkempt	:	:	:	:	:	Well groomed

GESTURES

Awkward	:	:	:	:	:	Coordinated
Ineffective	:	:	:	:	:	Meaningful
Insufficient	:	:	:	:	:	Appropriate

SENSE OF COMMUNICATION

Hesitant	:	:	:	:	:	Natural
Distant	:	:	:	:	:	Reassuring
Domineering	:	:	:	:	:	Open-minded
Irregular	:	:	:	:	:	Consistent

EXPRESSION OF IDEAS

Inaccurate	:	:	:	:	:	Accurate
Formal	:	:	:	:	:	Conversational
Pompous	:	:	:	:	:	Modest
Verbose	:	:	:	:	:	Concise

KNOWLEDGE OF SUBJECT

Superficial	:	:	:	:	:	Thorough
Undemonstrated	:	:	:	:	:	Demonstrated

8. What over-all effect did the instructor have on you? (State briefly in your own words, but generally indicate what you particularly liked or disliked about him.)

STATINTL

Approved For Release 2001/11/01 : CIA-RDP78-03362A001800040001-5

Approved For Release 2001/11/01 : CIA-RDP78-03362A001800040001-5

7-40.10/4

SPEECH TECHNIQUES

Importance of Speech.

True learning is the result of many factors - reading, discussing, reflecting, memorizing, reasoning and recalling - to name a few. To accomplish learning the student and the instructor must work together. This working together and the interchange of ideas means that there must be two-way traffic between the mind of the instructor and that of the student. While writing or other forms of action may be used to conduct this traffic, the most common method is by speaking. It is the simplest and quickest method. Since the two-way traffic is essential in all forms of teaching, speaking plays a critical role in every method of instruction from the problem-solving exercise, where the emphasis is almost entirely on "student-doing", to the lecture and demonstration where the student is more passive. In this unit, standards and techniques of speaking applicable to all methods of instruction are emphasized. These principles and specific speech techniques can be used by the instructor whether he is giving a lecture; directing a conference; supervising a demonstration; conducting an applicatory exercise; or holding a critique.

Factors Affecting Speech.

1. Characteristics of the instructor.

It has been stated that the expression of ideas is a function of the total personality. Of the many characteristics and traits which make up the instructor's personality, all of these have an important effect upon the quality of his oral instruction: His sense of communication, physical vitality, general appearance, general intelligence, education, professional attitude, poise and tact, voice, enthusiasm and force, industry and initiative, sense of humor, genuineness and earnestness.

2. Preparation.

Failure to make adequate presentation is all too often the major cause for failure in the presentation of a lesson. Regardless of the instructor's knowledge of his subject and the possession of characteristics important to oral instruction, he must make thorough preparation for the lesson to be presented. He must gain a broad background in his subject in order to command the respect of his students, and give careful consideration to how the instructor will present his subject so that his ideas will be communicated in an orderly manner.

3. Specific techniques of delivery.

Let us assume that the instructor knows his subject thoroughly, that he has an effective teaching personality, that he has made complete preparation including the selection and organization of subject matter and also the selection of methods and equipment to be employed in realizing his instructional objective. If these assumptions are met, then efficient instruction will depend largely upon the degree of skill in the specific techniques of delivery. To this end, the remainder of this unit is devoted. As you study this material keep in mind the fact that although they may be discussed separately, many of the techniques are used in combination and at the same time.

Oral Presentation Devices.

The purpose of speech is to communicate ideas. The instructor must establish a personal contact with his class and he must keep that contact. The following are some suggestions to guide you, the instructor, in your presentation:

1. Get the attention of your class. Until you have the attention of your students, it is of no value to begin your instruction. In some cases, walking to the center of the platform will quiet your students and they will listen. Often it will be necessary to ask for their attention. This is the first step in establishing contact with your class.
2. Look at, and talk to your students. In earnest conversation the speaker does not look out the window nor does he look at the floor or the ceiling. He looks his listeners in the eye. He is certainly not conscious of his eye directness. His earnestness of purpose finds its expression in this personal contact. This is an outward manifestation of a mental stage. By looking people in the eye, we convey the idea of the importance of the thoughts which we wish to communicate. Give every student the feeling that you are looking at, and talking directly to him.
3. Speak in a conversational manner. Be conversationally direct. Talk to the students. Do not let your voice reflect an impersonal, indifferent attitude. Your voice should convey a feeling of wanting the students to absorb your every idea. Make frequent use of the pronoun "you" when addressing your students. Identify yourself with your students by "you", "I" or "we". Leave the impression that you and they have some things in common.
4. Manifest a genuine and sincere interest in your students and in

your subject. Let everything you do impress your students with the fact that you are genuinely and sincerely interested in the achievement of each individual member of the class. Be friendly, helpful. Respect and answer students' questions courteously. Address students by name if possible. If necessary, use a seating chart. Much of your enthusiasm for your subject can be transferred to your students. Convince your students of the value and importance of your subject.

5. Be alert. Know what is going on in your class. Pay attention to your students' responses. Listen carefully and evaluate their comments and answers to your questions. Be quick to spot an inattentive student. Look directly at him. Take a step toward him or ask him a question. Continuously ask yourself, "Do my students understand?" Check frequently to make sure of their degree of understanding.

6. Be aware of distracting mannerisms. An instructor should avoid those things which cause a class to concentrate upon the instructor rather than on the subject matter. You may not be aware of your peculiar mannerisms unless you seek the help of your associates and ask for constructive criticism of your delivery.

7. Be enthusiastic. There is no substitute for a physically vital and enthusiastic delivery. Enthusiasm is contagious. You will find if you are "sold on the subject" and convey this feeling to the class, you will keep your students interested and make them eager to learn. The instructor who has a dull, unanimated delivery will soon lose his class. The instructor's enthusiasm helps to develop favorable attitudes and appreciations for the training program.

Controlling Nervousness.

Almost every beginning instructor experiences a nervousness which is serious enough to have significant effect upon the quality of his instruction. This nervous reaction is not limited to the beginner. Many well-trained highly competent instructors are ill-at-ease during the first few minutes of each period of instruction. How to control this nervousness is one of the things that an instructor must learn. Until he can learn to control himself while before his class, he cannot expect to become master of the instructional situation. Until he can do something for himself, he will not be able to do much for his students. Each instructor should devise his own particular techniques for overcoming this tense, ill-at-ease feeling. A technique which will work for one instructor may be of no value to another. Listed below are several suggestions which are known to have helped instructors overcome their difficulties. Try them. Each instructor should use any combination of these suggestions as an aid to an effective presentation.

1. Be thoroughly prepared.

Actually the first step which can be taken by the instructor to overcome nervousness is the thorough mastery of the subject and careful planning of the lesson. While planning his lesson the instructor should keep in mind that his mission is to train students; they are there to learn and they are more interested in the subject than in the instructor. Think of the subject and the learning which should result from the instruction and nervousness will take care of itself.

2. Assume the proper mental attitude.

The instructor's most reliable weapon for overcoming nervousness is a proper frame of mind toward himself, towards his students and toward the total instructional setup. In order to assume a proper frame of mind, he must make an intelligent, rational analysis of the situation. He must realize that the basis for the very unpleasant mental and physical reaction which he experiences when before his class is fear of what students will think of him and his instruction. Students expect an instructor to have adequate knowledge of his subject and to be able to teach it effectively. Although they do focus their attention upon him, they do not immediately place him on trial. If the instructor has mastered his subject and has made thorough preparation for presenting it, he has reduced the real reasons for fearing that the reactions of the students will not be the ones desired. If he has done this, he has every right to a feeling of self-confidence which will go far in making his presentation a success. The instructor must realize that the nervousness which he experiences is not entirely bad. This condition is evidence of the fact that he can be stimulated, by the instructional situation. Once he learns to control himself, this nervousness becomes a keyed up, mildly emotional feeling which is highly desirable.

3. Have initial remarks well in mind.

The first few moments are the most difficult. It is best to have the introduction so well in mind that no notes are needed. Do not talk too rapidly.

4. Review previous instruction.

By starting with a reference to a phase of training previously completed, the instructor immediately causes the students to focus their attention on something with which they are familiar. He thus meets them on common ground and at the same time their attention is momentarily drawn away from him personally.

5. Tell a story.

Nothing will "break the ice" so quickly as a bit of humor injected early in the introduction. However, if he chooses to tell one, the instructor must remember the purpose of telling the story. He must be certain it has a point which can be related to the subject. If he sets out to get a laugh, he must make sure that he can get one. He has defeated his purpose if the story falls flat.

6. Be deliberate; slow down.

When an instructor is nervous, there is a tendency for all bodily activities to speed up. The instructor should remember this when he is faced with nervousness. He should be deliberate in his movements and careful in his rate of speech. After a few moments of deliberate control the stage fright will disappear and the instructor's normal poise and bearing be regained.

Characteristics of Good Speech.

1. Voice quality.

Each instructor has an individual voice quality and it is his duty to make it pleasant to his listeners. For each normal person, there is a range of tones which he can make without straining his voice. Whether one normally speaks in a high or low pitch is not particularly important. A tone of high pitch usually carries farther and is more easily heard than a low tone of the same volume. The voice of fairly low pitch probably has a more pleasing quality to a majority of people than does the high pitched voice. It is suggested that the instructor determine the pitch at which he can speak with the greatest ease and clarity (this can be done by recording and listening to your voice). He should plan to keep this as an average pitch from which he will vary within the limits of an easy range. Varying the pitch breaks the monotony and adds interest to the delivery. An instructor should not finish sentences at the same pitch. Nor should he lower both the pitch and the volume at the end of the sentence.

2. Volume of Voice.

Obviously the instructor must make himself heard. Every student in his class should be able to hear without difficulty every word he utters. Although volume is not the only factor affecting audibility, it is certainly an essential one. Without any evidence of straining, the voice with sufficient volume fills the room with strong, rich, full tones. The voice without sufficient volume may be loud enough but will be thin, flat and difficult to understand. The person whose voice lacks volume seems to strain himself in an effort to make himself heard. His voice does not carry well.

The volume must vary with the size of the class and with the conditions under which instruction is given. Particular attention must be given when instruction is presented in the open or in the field or in a building which has poor acoustics. The reaction of students must be observed at all times. The instructor can tell if students are having difficulty in hearing the lecture. If there is any possibility that the volume of the voice is not satisfactory, it is suggested that you have an assistant in the rear of the room to signal accordingly.

3. Rate of speaking.

The rate of speech should be adapted to the difficulty of the subject matter being presented, the relative importance of the idea being expressed and the learning ability of the class. It should be to the rate of understanding of the students at that particular point in the talk. Moreover, variety in rate of speaking is as important as change in volume. The speaker must seek variety in all aspects of his delivery. In general, if the instructor talks faster than 160 words per minute, his students will have difficulty keeping pace with him. If, on the other hand, he talks slower than 90, not enough is said to hold interest. Over-rapid delivery tends to confuse the student, and over-deliberate delivery irritates the class.

4. Pauses.

Pauses provide the punctuation in speech. They should be clear and decisive, giving the student an opportunity to comprehend the meaning that gave occasion for the pause. The deadly, "Er-r-r," "Ah", "Uh-h" in the pause is a crutch which the instructor cannot afford to use. The deliberately used pause should not be confused with hesitation caused by uncertainty. Pauses should be a definite part of the art of speaking. The instructor must be alert to its effective use.

5. Enunciation.

The instructor must speak clearly and distinctly. He should strive for clarity of expression each time he addresses the class. It does not make any difference what part of the country the instructor represents, or the sectional dialect that is native to him. If he enunciates clearly all students from all parts of the country will be able to understand him.

6. Choice of words.

If the instructor is to be understood, his words must be chosen carefully and his sentence developed clearly and logically. The

right word in the right place is the keynote of effective speech. Verbal communication depends upon the use of words which have the exact shade of meaning needed to make the thoughts clear. It is better to oversimplify instruction than to run the risk of talking "over the heads" of students. Your purpose is to make clear, not to confuse. Certain complex technical terms and abbreviations are essential. Each new term or abbreviation should be defined the first time it is used. Strong, meaningful, descriptive words will leave vivid impressions on the minds of the students.

7. Forming sentences.

The careful selection of words implies that they must be grouped properly in order to express ideas clearly and accurately. Every instructor should use short sentences. The inflection of his voice signals the end of his sentence. Unnecessary words and phrases must be eliminated. As an aid to finding words which are sufficiently expressive, one suggestion is that the instructor try writing the key points of the lesson in short, complete sentences as he prepares for the presentation. He can clarify his thinking and improve his presentation by writing the complete text of what he intends to say. An outline rather than the written lesson should be used, however, when actually presenting the material. As a last resort, he can memorize key statements.

Self-improvement for developing effective speech habits.

The techniques which have been presented in this unit will help the instructor to improve his speech only if he gives extra thought and care to it, then adopts a plan for improvement, and has a desire to improve. Here is a broad outline which should set a course for the development of effective speech habits:

1. Critical understanding.

Develop a critical understanding of why the speech of others is either good or is in need of improvement. While you listen to a platform or radio speaker, try to analyze the speech techniques employed. In other words, become alert as to how others speak.

2. Standards.

Establish standards for your own speech. Through such measures as self-analysis, friendly constructive criticisms from your associates, and listening to your recorded speech, find what your strengths are; and work to make these stronger. Learn your weaknesses and work to correct them. Set standards for yourself, and work to achieve them.

3. Practice.

Practice good speech at all times. Too often we have one set of speech techniques for the platform, others for conversation, and still others for home. Good speech should be constantly practiced. Make use of recordings. Take every opportunity which comes your way to address an audience. Consider every period of instruction an opportunity to improve your speech techniques. If time is available have another instructor listen to your lesson prior to giving it in class for the purpose of improving your presentation.